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ABSTRACT

This report presents information on each of the groups of freshmen who entered Illinois public universities between the 1983-84 and 1991-92 academic years regarding retention and persistence of baccalaureate students, the proportion that graduate, and the length of time needed to complete the Bachelor's degree. The report shows that: (1) 55 percent of public university freshmen have completed their degrees by the time of this analysis, with 8 percent still enrolled; (2) 25 percent of them earn their degrees within 4 years, and 2 percent complete their studies within 6 years; and (3) graduation rates for minority students have increased, but continue to be lower than the rates for other students. The report concludes that it is too soon to determine whether rates of graduation and persistence among students attending public universities have changed significantly. Twelve tables present detailed data on degree attainment by year, by group (Black, Hispanic, Non-Hispanic), and by individual state university. (CK)

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Item #8
July 2, 1996

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

RETENTION, GRADUATION, AND TIME-TO-DEGREE OF BACCALAUREATE STUDENTS AT PUBLIC UNIVERSITIES

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

RETENTION, GRADUATION, AND TIME-TO-DEGREE OF BACCALAUREATE STUDENTS AT PUBLIC UNIVERSITIES

Retention and persistence of baccalaureate students, the proportion that graduate, and the length of time needed to complete a degree are issues arising from the Illinois Board of Higher Education priorities which include strengthening undergraduate education, improving minority student access and success, and enhancing the affordability of a college education. This report presents information on each of the groups of freshmen who entered public universities between the 1983-84 and 1991-92 academic years. Key findings of this analysis are:

- Fifty-five percent of public university freshmen have completed their degrees and eight percent are still enrolled.
- Twenty-five percent of public university freshmen earn their degrees within four years, and 52 percent complete their studies within six years.
- Graduation rates for minority students have increased but continue to be lower than the rates for other students. Minority students, however, show remarkable persistence: a higher proportion of minority students persist in their studies for 12 years or more.

In 1986 and again in 1990, the Board adopted policies on undergraduate education emphasizing the responsibility across all educational sectors to improve students' preparation for college and to promote academic progress and achievement among students. These policies also call upon colleges and universities to monitor students' progress and use the results in program review and institutional planning. In response to these policies, the 49 community colleges and 12 public universities cooperatively constructed the shared enrollment and graduation data system to monitor student progress, retention, transfer, and degree completion. The system allows tracking of students from one public institution to another while maintaining the confidentiality of individuals. The database currently contains over eight million enrollment and degree records for approximately 3.1 million students who enrolled in or received a degree from any Illinois community college or public university between summer 1982 and spring 1995. Data collected include age, gender, racial/ethnic category, institution attended, year and term of attendance, program major, credit hours attempted and earned, degree-granting institution, degree granted, graduation year and term, and major field of the degree.

Illinois independent colleges and universities are not currently contributing data to the shared enrollment and graduation data system. Students who transfer from public to private institutions cannot be tracked and, therefore, appear as "drop-outs" from the public sector even if they successfully complete a program at a private institution. Without participating in these systems, private institutions are unable to track students who transfer to public or other private institutions and, hence, are unable to describe the full measure of their students' success.

Persistence and Graduation

Each year, about 26,000 freshmen enter public universities for the first time. About 55 percent of the 211,200 students who entered public universities between the 1983-84 and 1990-91 academic years had completed their degrees by spring 1995 as shown in Table 1. A slight upward trend in completion rates can be seen from 1984 (56 percent) to 1989 (58 percent). The proportion of later

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cohorts who had completed a degree by spring 1995 appears lower at this time because many of these students are still in school.

Eight percent of all students who entered between summer 1983 and spring 1991 were still enrolled in Spring 1995, including about three percent of those who enrolled for the first time in 1983-84 and almost one quarter of the 1990-91 cohort. A total of 63 percent of all students had "persisted," either achieving or still pursuing their baccalaureate degrees. Persistence rates are higher for more recent cohorts. Some of the 1991-92 freshmen (those who entered in the spring or summer of 1992) have not had a chance to complete a full four years of study by spring 1995; therefore, that cohort is not included in this report.

Tables 2 and 3 provide degree attainment and persistence information for Black and Hispanic students who entered public universities as freshmen between 1983-84 and 1990-91. By spring 1995, 27 percent of Black students and 39 percent of Hispanic students had completed their degrees. These completion rates are substantially below the rates for all students. However, the persistence patterns for both Black and Hispanic students present some differences from the pattern shown in Table 1 for all students. Higher percentages of both Black and Hispanic students were still enrolled in spring 1995. While eight percent of all students were still enrolled, 15 percent of Black students and 14 percent of Hispanic students were still enrolled. Rates of students still enrolled among the earlier cohorts of Black students are more than double the rates for all students. Since a higher proportion of minority students continues studying for 12 or more years, a longer period of time must be considered when analyzing graduation rates for minority students. (This issue, as it relates to time-to-degree rates, is more fully developed below.) Colleges and universities may develop strategies to better serve these persisting students in achieving their educational objectives. Nevertheless, the overall non-persistence rate of minority students continues to be a problem that needs to be addressed. Tables 1 through 3 indicate that, on average, 37 percent of all public university first-time freshmen, 59 percent of Black freshmen, and 47 percent of Hispanic freshmen have not continued their studies in an Illinois community college or public university.

It is too soon to say that rates of graduation and persistence among students attending public universities have changed significantly. While the graduation rates of more recent entering groups have gone down, persistence has increased. For example, the six-year persistence of 1990-91 entrants shown in this report is 69 percent, which is higher than the 1987 cohort who had a 66 percent persistence rate six years after their entry (*Baccalaureate Student Graduation, Time-to-Degree, and Retention at Illinois Public Universities*, May 1994). As discussed further below, there are also clear indications that students are taking longer to graduate.

Time-to-Degree and Graduation Trends

Table 4 shows the number of students who entered public universities as first-time freshmen between the 1983-84 and 1990-91 academic years and the number who had graduated by spring 1995. Table 5 shows the cumulative percentage of students in each cohort who completed their degrees in various time periods after entry. For example, of the 26,236 students who enrolled in public universities for the first time in 1983-84, 716 or three percent graduated in less than four years and an additional 5,929 or 25 percent graduated in exactly four years. By the end of 1995 spring term, 14,681 students, or 56 percent of the 1983-84 cohort, had received a baccalaureate degree.

Consistent with previous reports, Tables 4 and 5 show that less than three percent of the freshmen earned degrees in less than four years. About one quarter graduated within four years, and over 52 percent completed their degrees within six years. The tables and Figure B show that the four-year completion rate was around 25 percent for students entering public universities during the 1980s and reached a high of 26 percent with the 1988-89 cohort. Since then, the four-year completion rate declined to 24 percent for the most recent group. As shown in Figure A, although they are taking

Figure A

Persistence and Graduation

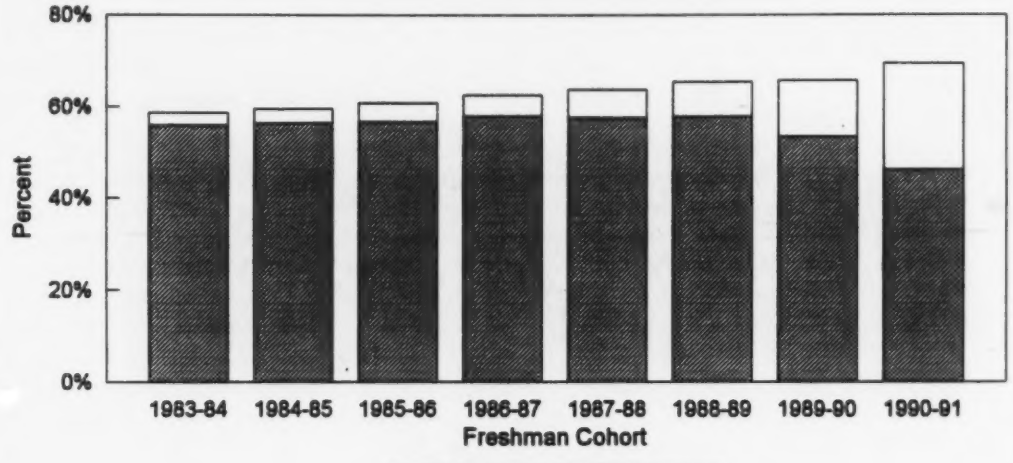
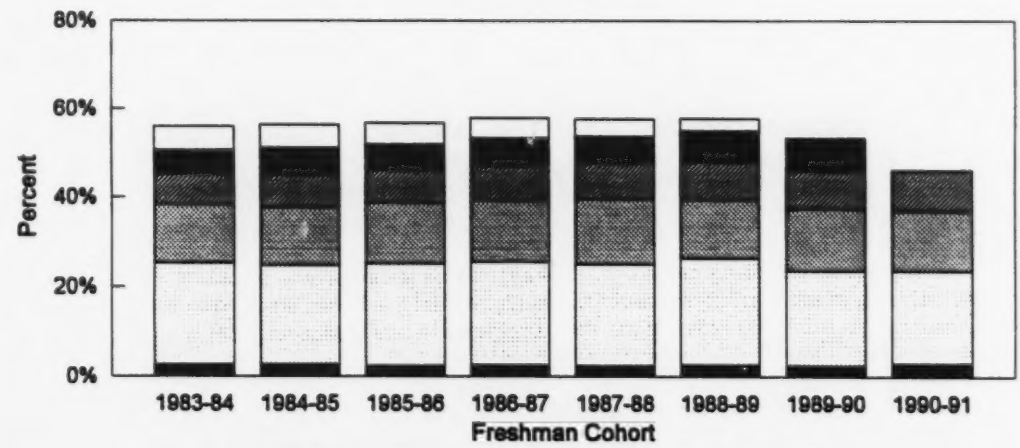


Figure B

Time-to-Degree



longer to complete their degrees, over half of the 1991-92 cohort are still enrolled with an overall persistence rate for this group of 72 percent.

Time-to-degree and graduation trends for Black students are presented in Tables 6 and 7, and for Hispanic students in Tables 8 and 9. About 27 percent of the Black students who entered public universities as first-time freshmen between 1983-84 and 1990-91 had earned degrees by spring 1995. Thirty-nine percent of the Hispanic students completed their degrees. Four-year graduation rates were five percent for Black students and 11 percent for Hispanic students.

There has been a general improvement in the graduation rates of both Black and Hispanic students. Six-year graduation rates have increased to 23 and 35 percent for Black and Hispanic students respectively. Table 7 shows that of the 1983-84 cohort of Black students, 18 percent graduated within six years and a total of 25 percent graduated over the 12 years covered in this study. In contrast, the 1988-89 cohort showed a six-year graduation rate of 28 percent with a total of 32 percent graduating by spring 1995. However, the 1989-90 cohort of Black students showed a slightly lower six-year completion rate. As shown in Table 9, successive cohorts of Hispanic students have shown consistently improved six-year graduation rates, increasing from 29 percent for the 1983-84 cohort to 38 percent for the 1989-90 group.

Another salient feature of these tables is the high proportion of minority students who achieve baccalaureate degrees after studying for more than six years. For each cohort, a significant proportion of Black and Hispanic students graduate in more than six years. To focus solely on a six-year graduation rate distorts the true picture for minority students. As more years of data are added to this database, it will become possible to track students for longer periods of time. This should increase our understanding of the nature of enrollment behavior and graduation rates, which in turn may lead to the improvement of undergraduate education.

Diversity of Institutions and Students

A variety of factors affect and influence students' persistence and graduation and the time required to complete their studies. Factors associated with the choices students make and their circumstances include academic preparation, financial circumstances, employment status, attending full- or part-time, attending continuously or "stopping out," student intention, changes of major, and level of care in planning and selecting courses. For example, as discussed in *Student Preparation for College* (May 1996), students who are better prepared are more likely to place into advanced courses, less likely to have to take remedial courses, and more likely to complete their freshman courses satisfactorily. These students are, therefore, more likely to progress toward a degree in a timely manner than less well prepared students. Other influences upon persistence and time-to-degree were discussed in *Factors Affecting Undergraduate Student Persistence and Time-to-Degree in Illinois Public Universities* (May 1995).

Each public university campus has a unique mission and serves different types of students. Some universities serve primarily traditional students who reside on campus and attend full time and are, therefore, more likely to complete their degrees in a timely manner. Other universities serve a larger proportion of adult, commuter, and part-time students who are more likely to interrupt their studies and less likely to complete their studies in traditional time frames. Institutional policies and practices may also affect students' graduation rates and time-to-degree. Tuition policies may encourage or discourage students to take more than a minimum courseload. In *Strategies for Timely Degree Completion* (1995), Western Illinois University identified factors that negatively affect timely degree completion: inadequate counseling and advising, communications about degree requirements and other policies, opportunities for advanced placement, scheduling and course choices; financial aid; and unreasonable course load limits and curricular requirements.

The proportion of part-time students served an important factor affecting differences in the average time-to-degree of students among institutions. Table 10 shows the average degree attainment, enrollment status, and non-persistence of the 211,200 students who entered public universities as first-time freshman between summer 1983 and spring 1990 and the percentage of undergraduate students at each university who attend part-time. As expected, the universities with the highest proportion of part-time students had the lowest completion rates but the highest proportion of students still enrolled. Conversely, the universities with low proportions of part-time students had relatively high completion rates coupled with lower proportions of students still enrolled.

Tables 11 and 12 show the average degree attainment, enrollment status, and non-persistence for Black and Hispanic students, respectively. This information shows that, as with all students, minority students' graduation rates are lower at universities serving large proportions of part-time students. However, the proportion of Black students still enrolled is similar across all types of institutions, again showing that minority students tend to persist in their studies for a longer period of time. For Black students, an average of 22 percent attend part-time; 27 percent have achieved a baccalaureate degree by 1995; and 15 percent of the students who began between summer 1983 and spring 1991 are still enrolled. For Hispanic students, an average of 18 percent attend part-time; 39 percent have achieved a baccalaureate degree by spring 1995; and 14 percent of the students who began between summer 1983 and spring 1991 are still enrolled.

This year, colleges and universities began collecting information about the credit hours earned in each term for each student included in the shared enrollment and graduation system. As with most new data collection efforts, these data do not yet allow for meaningful analysis, but as the data are collected in future years, the information will allow comparisons among groups of students with different attendance patterns, which will be useful in examining time-to-degree and graduation rates.

Conclusions

When examining student persistence, graduation, and time-to-degree rates, a number of factors must be kept in mind. Students utilize the higher education system in individual ways, and student goals may not always coincide with institutional measurements. It has been shown that 55 percent of the Illinois public university freshmen who first enrolled between summer 1983 and spring 1991 have earned a degree, and eight percent of those freshmen are still enrolled and presumably still pursuing a degree. We know less about the non-persisting students--those who have not completed a degree and are not still enrolled. These students may have transferred to an independent institution in Illinois, or to an out-of-state institution, or they may have dropped out altogether. In some cases, these students may not have intended to complete a degree but instead completed the courses and achieved the level of schooling they desired, and then stopped attending.

This is not to say that institutions should not be concerned with persistence and graduation rates. Differences can be seen among the ten public universities that admit freshmen. Some of these differences are due to differing institutional missions and differing student populations, but some of the differences suggest a need for institutional focus and attention.

Lower graduation rates for minority students continues to be a problem that should be addressed. Institutions must find ways to recruit, retain, and graduate more minority students. Inadequate preparation for college can be addressed with strengthened linkages among colleges, universities, and high schools. The High School Feedback report, which provides information to Illinois high schools about the freshmen year college performance of their graduates, is one such linkage that could be better utilized. In addition, linkages between higher education and industry should be strengthened, as noted in *Strengthening Workforce Preparation: A Collaborative Action Plan* (May 1996). Counseling and advising must stress to students in general, and to minority students in particular, the lifetime value of a baccalaureate degree in the workplace.

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This report is based on information made available through the shared enrollment and graduation data system which provides useful information for monitoring progress toward statewide policy objectives for undergraduate education, minority student achievement, and affordability. The shared enrollment and graduation data system is one of three student information systems that also include the high school feedback system and the baccalaureate follow-up system. There are two weakness in these systems. First, the systems are separate. Information on students' high school preparation and freshman year achievement, for example, cannot be linked to information about transfer, persistence, graduation, and time-to-degree in order to answer important policy questions about access, preparation, and students' progress. Second, only public universities and community colleges participate in these systems. For accountability purposes, the statewide picture is incomplete.

During the coming year, the staff will be working with community colleges, public universities, and independent institutions to enhance student information systems and link information on students' high school preparation and freshman year achievement to information about transfer, persistence, graduation, and time-to-degree in order to answer important policy questions about access, preparation, and students' progress. Eventually, these systems will be linked to information about the satisfaction and achievement of graduates of all types of degree programs. As a first step, a Research Advisory Committee is being formed to assist with the design and development of enhanced systems. To assure implementation, a Technical Advisory Committee with representatives from all sectors will also be formed. Independent colleges and universities are encouraged to participate in the state's student information systems.

Table 1

DEGREE ATTAINMENT, ENROLLMENT STATUS, AND NON-PERSISTENCE AMONG ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMEN

First-time Freshmen		Baccalaureate Degrees Awarded[1]		Still Enrolled[2] in 1994-95		Cumulative Percentage of Baccalaureate Recipients and Still Enrolled	Freshmen Neither Earning a Degree nor Still Enrolled	
Entering Year	N	N	%	N	%	%	N	%
1983-84	26,236	14,681	56.0 %	710	2.7 %	58.7 %	10,845	41.3 %
1984-85	26,324	14,844	56.4	817	3.1	59.5	10,663	40.5
1985-86	27,308	15,484	56.7	1,113	4.1	60.8	10,711	39.2
1986-87	26,927	15,583	57.9	1,234	4.6	62.5	10,110	37.5
1987-88	26,846	15,459	57.6	1,622	6.0	63.6	9,765	36.4
1988-89	26,046	15,054	57.8	1,980	7.6	65.4	9,012	34.6
1989-90	26,071	13,895	53.3	3,240	12.4	65.7	8,936	34.3
1990-91	25,442	11,722	46.1	5,913	23.2	69.3	7,807	30.7
Total	211,200	116,722	55.3 %	16,629	7.9 %	63.1 %	77,849	36.9 %

[1] Baccalaureate degree may have been awarded by any public university.

[2] Enrolled in either fall or spring semesters at either a public university or community college.

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 2

DEGREE ATTAINMENT, ENROLLMENT STATUS, AND NON-PERSISTENCE AMONG BLACK, NON-HISPANIC ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMEN

First-time Freshmen		Baccalaureate Degrees Awarded[1]		Still Enrolled[2] in 1994-95		Cumulative Percentage of Baccalaureate Recipients and Still Enrolled	Freshmen Neither Earning a Degree nor Still Enrolled	
Entering Year	N	N	%	N	%	%	N	%
1983-84	3,606	901	25.0 %	247	6.8 %	31.8 %	2,458	68.2 %
1984-85	3,481	942	27.1	245	7.0	34.1	2,294	65.9
1985-86	3,486	938	26.9	276	7.9	34.8	2,272	65.2
1986-87	3,295	961	29.2	305	9.3	38.4	2,029	61.6
1987-88	3,073	975	31.7	352	11.5	43.2	1,746	56.8
1988-89	3,053	967	31.7	466	15.3	46.9	1,620	53.1
1989-90	3,453	941	27.3	753	21.8	49.1	1,759	50.9
1990-91	3,613	693	19.2	1,267	35.1	54.2	1,653	45.8
Total	27,060	7,318	27.0 %	3,911	14.5 %	41.5 %	15,831	58.5 %

[1] Baccalaureate degree may have been awarded by any public university.

[2] Enrolled in either fall or spring semesters at either a public university or community college.

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 3

DEGREE ATTAINMENT, ENROLLMENT STATUS, AND NON-PERSISTENCE AMONG HISPANIC ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMEN

First-time Freshmen		Baccalaureate Degrees Awarded[1]		Still Enrolled[2] in 1994-95		Cumulative Percentage of Baccalaureate Recipients and Still Enrolled	Freshmen Neither Earning a Degree nor Still Enrolled	
Entering Year	N	N	%	N	%	%	N	%
1983-84	898	336	37.4 %	36	4.0 %	41.4 %	526	58.6 %
1984-85	793	317	40.0	33	4.2	44.1	443	55.9
1985-86	940	384	40.9	57	6.1	46.9	499	53.1
1986-87	968	385	39.8	69	7.1	46.9	514	53.1
1987-88	1,071	455	42.5	112	10.5	52.9	504	47.1
1988-89	1,172	502	42.8	159	13.6	56.4	511	43.6
1989-90	1,237	474	38.3	247	20.0	58.3	516	41.7
1990-91	1,359	410	30.2	460	33.8	64.0	489	36.0
Total	8,438	3,263	38.7 %	1,173	13.9 %	52.6 %	4,002	47.4 %

[1] Baccalaureate degree may have been awarded by any public university.

[2] Enrolled in either fall or spring semesters at either a public university or community college.

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 4

BACCALAUREATE DEGREE COMPLETION OF FIRST-TIME FRESHMEN
AT ILLINOIS PUBLIC UNIVERSITIES

Academic Year	First-Time Freshmen	Elapsed Academic Years: Less Than Four	Four	More Than Four; Less Than Five	Five	More Than Five; Less Than Six	Six	More Than Six	Total Through Spring 1995
1983-84	26,236	716	5,929	3,398	1,778	1,065	393	1,402	14,681
1984-85	26,324	700	5,833	3,385	1,916	1,230	392	1,388	14,844
1985-86	27,308	648	6,225	3,729	1,986	1,102	480	1,314	15,484
1986-87	26,927	682	6,211	3,655	2,092	1,259	468	1,216	15,583
1987-88	26,846	644	6,110	3,892	2,134	1,119	544	1,016	15,459
1988-89	26,046	695	6,181	3,372	2,249	1,338	510	709	15,054
1989-90	26,071	640	5,532	3,598	2,171	1,328	626		13,895
1990-91	25,442	751	5,273	3,368	2,330				11,722
Total		5,476	47,294	28,397	16,656	8,441	3,413	7,045	116,722

Table 5

CUMULATIVE PERCENTAGE OF FIRST-TIME FRESHMEN
AT ILLINOIS PUBLIC UNIVERSITIES
EARNING BACCALAUREATE DEGREES

Academic Year	First-Time Freshmen	Elapsed Academic Years: Less Than Four	Four	More Than Four; Less Than Five	Five	More Than Five; Less Than Six	Six	More Than Six	Total Through Spring 1995
1983-84	26,236	2.7 %	25.3 %	38.3 %	45.1 %	49.1 %	50.6 %	56.0 %	56.0 %
1984-85	26,324	2.7	24.8	37.7	45.0	49.6	51.1	56.4	56.4
1985-86	27,308	2.4	25.2	38.8	46.1	50.1	51.9	56.7	56.7
1986-87	26,927	2.5	25.6	39.2	46.9	51.6	53.4	57.9	57.9
1987-88	26,846	2.4	25.2	39.7	47.6	51.8	53.8	57.6	57.6
1988-89	26,046	2.7	26.4	39.3	48.0	53.1	55.1	57.8	57.8
1989-90	26,071	2.5	23.7	37.5	45.8	50.9	53.3		53.3
1990-91	25,442	3.0	23.7	36.9	46.1				46.1
Average		2.6 %	25.0 %	38.4 %	46.3 %	50.9 %	52.7 %	57.1 %	55.3 %

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 6

BACCALAUREATE DEGREE COMPLETION OF BLACK, NON-HISPANIC FIRST-TIME FRESHMEN AT ILLINOIS PUBLIC UNIVERSITIES

Academic Year	First-Time Freshmen	Elapsed Academic Years: Less Than Four	Four	More Than Four; Less Than Five	Five	More Than Five; Less Than Six	Six	More Than Six	Total Through Spring 1995
1983-84	3,606	18	99	198	143	146	50	247	901
1984-85	3,481	11	134	177	156	149	64	251	942
1985-86	3,486	16	124	205	165	111	68	249	938
1986-87	3,295	17	139	203	178	141	61	222	961
1987-88	3,073	16	149	211	172	143	86	198	975
1988-89	3,053	22	180	224	198	159	75	109	967
1989-90	3,453	15	184	230	212	191	109		941
1990-91	3,613	23	184	223	263				693
Total		138	1,193	1,671	1,487	1,040	513	1,276	7,318

Table 7

CUMULATIVE PERCENTAGE OF BLACK, NON-HISPANIC FIRST-TIME FRESHMEN AT ILLINOIS PUBLIC UNIVERSITIES EARNING BACCALAUREATE DEGREES

Academic Year	First-Time Freshmen	Elapsed Academic Years: Less Than Four	Four	More Than Four; Less Than Five	Five	More Than Five; Less Than Six	Six	More Than Six	Total Through Spring 1995
1983-84	3,606	0.5 %	3.2 %	8.7 %	12.7 %	16.7 %	18.1 %	25.0 %	25.0 %
1984-85	3,481	0.3	4.2	9.3	13.7	18.0	19.9	27.1	27.1
1985-86	3,486	0.5	4.0	9.9	14.6	17.8	19.8	26.9	26.9
1986-87	3,295	0.5	4.7	10.9	16.3	20.6	22.4	29.2	29.2
1987-88	3,073	0.5	5.4	12.2	17.8	22.5	25.3	31.7	31.7
1988-89	3,053	0.7	6.6	14.0	20.4	25.6	28.1	31.7	31.7
1989-90	3,453	0.4	5.8	12.4	18.6	24.1	27.3		27.3
1990-91	3,613	0.6	5.7	11.9	19.2				19.2
Average		0.5 %	4.9 %	11.1 %	16.6 %	20.6 %	22.8 %	28.4 %	27.0 %

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 8

BACCALAUREATE DEGREE COMPLETION OF HISPANIC FIRST-TIME FRESHMEN
AT ILLINOIS PUBLIC UNIVERSITIES

Academic Year	First-Time Freshmen	Elapsed Academic Years: Less Than Four	Four	More Than Four; Less Than Five	Five	More Than Five; Less Than Six	Six	More Than Six	Total Through Spring 1995
1983-84	898	12	61	76	52	37	20	78	336
1984-85	793	10	74	58	44	43	17	71	317
1985-86	940	8	86	67	62	60	33	68	384
1986-87	968	12	91	79	72	46	24	61	385
1987-88	1,071	14	120	92	94	35	38	62	455
1988-89	1,172	13	146	75	110	67	33	58	502
1989-90	1,237	7	143	99	110	73	42		474
1990-91	1,359	10	123	107	170				410
Total		86	844	653	714	361	207	398	3,263

Table 9

CUMULATIVE PERCENTAGE OF HISPANIC FIRST-TIME FRESHMEN
AT ILLINOIS PUBLIC UNIVERSITIES
EARNING BACCALAUREATE DEGREES

Academic Year	First-Time Freshmen	Elapsed Academic Years: Less Than Four	Four	More Than Four; Less Than Five	Five	More Than Five; Less Than Six	Six	More Than Six	Total Through Spring 1995
1983-84	898	1.3 %	8.1 %	16.6 %	22.4 %	26.5 %	28.7 %	37.4 %	37.4 %
1984-85	793	1.3	10.6	17.9	23.5	28.9	31.0	40.0	40.0
1985-86	940	0.9	10.0	17.1	23.7	30.1	33.6	40.9	40.9
1986-87	968	1.2	10.6	18.8	26.2	31.0	33.5	39.8	39.8
1987-88	1,071	1.3	12.5	21.1	29.9	33.1	36.7	42.5	42.5
1988-89	1,172	1.1	13.6	20.0	29.4	35.1	37.9	42.8	42.8
1989-90	1,237	0.6	12.1	20.1	29.0	34.9	38.3		38.3
1990-91	1,359	0.7	9.8	17.7	30.2				30.2
Average		1.0 %	11.0 %	18.8 %	27.2 %	31.8 %	34.7 %	40.7 %	38.7 %

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 10

AVERAGE DEGREE ATTAINMENT, ENROLLMENT STATUS, AND NON-PERSISTENCE AMONG ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMEN

	First-time Freshmen	Average Proportion of Part-time Students	Baccalaureate Degrees Awarded[1]		Still Enrolled[2] in 1994-95		Cumulative Percentage of Baccalaureate Recipients and Still Enrolled	Freshmen Neither Earning a Degree nor Still Enrolled	
	1983-1991	Fall 1983-1994	N	%	N	%	%	N	%
Chicago State University	5,647	38.5 %	840	14.9 %	967	17.1 %	32.0 %	3,840	68.0 %
Eastern Illinois University	15,536	7.7	9,756	62.8	959	6.2	69.0	4,821	31.0
Illinois State University	30,875	9.9	18,128	58.7	2,100	6.8	65.5	10,647	34.5
Northeastern Illinois University	8,940	45.9	1,823	20.4	1,314	14.7	35.1	5,803	64.9
Northern Illinois University	27,333	10.3	15,900	58.2	2,044	7.5	65.6	9,389	34.4
Western Illinois University	18,300	12.8	8,965	49.0	1,398	7.6	56.6	7,937	43.4
Southern Illinois University									
Carbondale	26,996	11.4	12,044	44.6	2,392	8.9	53.5	12,560	46.5
Edwardsville	10,919	27.6	3,863	35.4	1,210	11.1	46.5	5,846	53.5
University of Illinois									
Chicago	21,649	19.5	8,593	39.7	2,607	12.0	51.7	10,449	48.3
Urbana-Champaign	45,005	9.3	36,810	81.8	1,638	3.6	85.4	6,557	14.6
Total	211,200	15.4 %	116,722	55.3 %	16,629	7.9 %	63.1 %	77,849	36.9 %

[1] Baccalaureate degree may have been awarded by any public university.

[2] Enrolled in either fall or spring semesters at either a public university or community college.

Source: Public Institutions' Shared Enrollment and Graduation Information System

Table 11

AVERAGE DEGREE ATTAINMENT, ENROLLMENT STATUS, AND NON-PERSISTENCE AMONG BLACK, NON-HISPANIC ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMAN

	First-time Freshmen	Average Proportion of Part-time Students	Baccalaureate Degrees Awarded[1]		Still Enrolled[2] in 1994-95		Cumulative Percentage of Baccalaureate Recipients and Still Enrolled	Freshmen Neither Earning a Degree nor Still Enrolled	
	Fall 1983-1991	Fall 1986-1994	N	%	N	%	%	N	%
Chicago State University	5,282	38.4 %	773	14.6 %	899	17.0 %	31.7 %	3,610	68.3 %
Eastern Illinois University	1,021	7.7	369	36.1	134	13.1	49.3	518	50.7
Illinois State University	2,491	8.1	904	36.3	329	13.2	49.5	1,258	50.5
Northeastern Illinois University	1,760	38.4	135	7.7	270	15.3	23.0	1,355	77.0
Northern Illinois University	2,846	5.2	817	28.7	451	15.8	44.6	1,578	55.4
Western Illinois University	2,542	6.7	798	31.4	294	11.6	43.0	1,450	57.0
Southern Illinois University									
Carbondale	3,511	9.8	918	26.1	474	13.5	39.6	2,119	60.4
Edwardsville	2,067	21.6	282	13.6	273	13.2	26.9	1,512	73.1
University of Illinois									
Chicago	2,551	22.7	574	22.5	435	17.1	39.6	1,542	60.4
Urbana-Champaign	2,989	6.4	1,748	58.5	352	11.8	70.3	889	29.7
Total	27,060	21.5 %	7,318	27.0 %	3,911	14.5 %	41.5 %	15,831	58.5 %

[1] Baccalaureate degree may have been awarded by any public university.

[2] Enrolled in either fall or spring semesters at either a public university or community college.

Source: Public Institutions' Shared Enrollment and Information Graduation System

Table 12

AVERAGE DEGREE ATTAINMENT, ENROLLMENT STATUS, AND NON-PERSISTENCE AMONG HISPANIC ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMAN

	First-time Freshmen	Average Proportion of Part-time Students	Baccalaureate Degrees Awarded[1]		Still Enrolled[2] in 1994-95		Cumulative Percentage of Baccalaureate Recipients and Still Enrolled	Freshmen Neither Earning a Degree nor Still Enrolled	
	1983-1991	Fall 1986-1994	N	%	N	%	%	N	%
Chicago State University	150	39.5 %	28	18.7 %	37	24.7 %	43.3 %	85	56.7 %
Eastern Illinois University	116	4.7	66	56.9	6	5.2	62.1	44	37.9
Illinois State University	353	8.1	159	45.0	49	13.9	58.9	145	41.1
Northeastern Illinois University	1,834	40.9	279	15.2	315	17.2	32.4	1,240	67.6
Northern Illinois University	870	6.7	420	48.3	107	12.3	60.6	343	39.4
Western Illinois University	287	14.1	114	39.7	39	13.6	53.3	134	46.7
Southern Illinois University									
Carbondale	481	11.7	186	38.7	47	9.8	48.4	248	51.6
Edwardsville	98	23.4	30	30.6	10	10.2	40.8	58	59.2
University of Illinois									
Chicago	2,641	16.1	882	33.4	428	16.2	49.6	1,331	50.4
Urbana-Champaign	1,608	3.9	1,099	68.3	135	8.4	76.7	374	23.3
Total	8,438	18.0 %	3,263	38.7 %	1,173	13.9 %	52.6 %	4,002	47.4 %

[1] Baccalaureate degree may have been awarded by any public university.

[2] Enrolled in either fall or spring semesters at either a public university or community college.

Source: Public Institutions' Shared Enrollment and Information Graduation System

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